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ABSTRACT

The "Standardization for School Media Programs" were thoroughly interpreted, and all aspects of the problems involved in their implementation were explored. The multifaceted role of the media center in relation to such educational trends as publicly supported kindergartens, increased emphasis on individualized instruction and independent study, and recognition of the unique needs of the culturally and educationally deprived were interpreted. Pertinent research and case studies of emerging and exemplary media centers were reviewed. Emphasis was placed on the multimedia approach in teaching and learning. The role of media in intergroup relations and the responsibility, as media specialists, of including and promoting materials by and about minority groups in media center collections was stressed. The participants were also introduced to some of the implications and applications of automation. The staff and the thirty participants concur that the objectives of the Institute were achieved. (MF)

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NARRATIVE EVALUATION REPORT

ON THE

INSTITUTE FOR TRAINING IN LIBRARIANSHIP

ED0 47721

NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR: Training in Librarianship

AT: South Carolina State College

Orangeburg, South Carolina 29115

DATES: June 8, 1970 July 17, 1970

SUBMITTED BY: Mrs. Bernice B. Middleton, Director

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SUMMER, 1970

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I

INTRODUCTION

In addition to their more traditional roles, libraries must assume a proportionate share of the responsibility for closing the cultural and educational gaps and improving education in general, particularly in the Southeastern region. In concept and in practice, the school media program is an innovation which meets the remedial and/or compensatory as well as the accelerated needs of the population which it is designed to serve. Recognition of individual needs and interests, the fusion of media resources so as to provide optimum services to students and teachers, the need for students to develop skills in the affective and psychomotor domains as well as the cognitive, the importance of the learning environment (with emphasis on the learner and independent study), and the need for total access to media in the entire teaching and learning process are inherent in the rationale of the Standards for School Media Programs.

Viewing the situation objectively and realistically, the need for remedial and/or compensatory education, at all educational levels, is evident in South Carolina. The illiteracy rate, in comparison with other states is very high. According to the 1960 U. S. Census Report, out of a population of 2,382,594, there were 51,585 adults twenty-five years old and over who had never been to school. Of this figure, 17,653 were white; 33,931 were black. The average educational level of white adults was 10.3; the average educational level of black adults was 5.9. The largest percentage of dropouts has been in grades 1-8, and 68.5 were black youngsters. According to statistics furnished in the most recent report of the State Superintendent of Education, only 15% of all children who enrolled in the first grade twelve years ago actually entered college, and these statistics do not take into

consideration the college mortality rate. Despite the progress which has been made within the past decade, South Carolina has two priority problems; illiteracy is one of the two.

The other very pressing problem, one which is more acute but definitely not confined to South Carolina nor to the southeastern region, is school desegregation. School districts are at varying stages in their efforts to abolish the dual school system. We were not concerned, in the Institute, with the status of school desegregation per se; we were concerned with human relations aspects of the problem. Whether "token integration" exists or whether the school district has completely abolished the dual school system, there are and there will be problems of adjustment. As Ellison states, "More than anyone else in the school, librarians are equipped by their training and experience to be objective and objectivity is the key to the handling of controversial issues in the schools."[1] Frank and honest dialog about feelings and fears is needed to modify attitudes. In addition, a saturation of materials by and about Blacks is needed in school media programs to compensate for the omissions in American history, to enhance self-concepts, to raise aspirational levels, and to create an atmosphere of mutual understanding and respect. Hence, the Standards for School Media Programs and media by and about Black Americans were focal points of the Institute.

South Carolina State College is a predominantly black, state-supported institution. It is accredited by the Southern Association of Colleges and Schools. A self-study begun during the preceding school year was climaxed with the visit of an Evaluation Committee in April, 1970.

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[1]Martha Ellison, Controversy and the Curriculum, School Libraries, XVIII (Summer, 1969), 29-30.

The Institution's role, as refined and restated during the self-study, recognized the need for in-service programs for professional personnel so that "they may be more proficient in their service to students." "An increase in the number of Summer Institutes," was one of the specific recommendations offered by the Committee on Purpose.

The Department of Library Service is an instructional unit within the administrative framework of the School of Education. One of the objectives of its program is to provide in-service training opportunities through summer session offerings, workshops, institutes, and conferences. The idea of submitting a proposal for an Institute for Training in Librarianship was endorsed by the Administration of the College. In addition, the Library Consultants in the State Department of Education gave assurance of their interest and support. The Department of Library Service at South Carolina State College is honored to have had the opportunity of conducting one of the forty-two FY 1970 Library Training Institutes supported by the U. S. Office of Education under Title II - B of the Higher Education Act of 1965.

II

EVALUATION

The format for this phase of the report is based on the list of items suggested as guides in a communication dated May 1, 1970, from Doctor Don Davies, Acting Associate Commissioner, Bureau of Libraries and Educational Technology.

Relations with the USOE in all Program and Fiscal Matters

In all of her contacts with the United States Office of Education, this institute director has been very favorably impressed. Contrary to popular belief, it does not "take a Philadelphia lawyer to translate or decipher all directives emanating at the federal level." The written communications received from USOE were lucid and self-explanatory. It is assumed that to any prospective director who has undergone "the agony" of submitting a proposal, "the ecstacy" is receiving from USOE a copy of the "Letter of Intent" and the "Letter of Notification of Grant Award." Both of these were reread several times for the sheer joy of it, not because they needed to be deciphered.

Unquestionably, guidance was available from the proposal stage to the final narrative report; the Policies and Procedures Manual and the manual entitled, Institutes for Training in Librarianship, Instructions for Directors, 1969-'70 Programs were of inestimable value. Both publications are definitive and comprehensive in scope. As problems arose, rereading certain parts averted several telephone calls to USOE. The problems had been anticipated, and solutions were suggested in the manuals.

The meeting of FY 1970 Library Training Institute Directors, in the opinion of the writer, achieved its twofold objectives:

a. To provide guidance and direction with respect to program operation and administration;

b. To permit interchange of ideas, problems, and goals among directors.

In addition to giving a sense of perspective with reference to new directions in library education, the practical program suggestions and techniques, the guidelines for program administration, and the provision for dialog among directors with mutual interests were utilitarian aspects of the meeting.

Approachability was characteristic of the officials of USOE whom this director had the pleasure of meeting. She feels especially indebted to Mr. Frank A. Stevens, Chief, Library Training and Resources Branch, for his guidance in refining the proposal and finalizing the plan of operation.

Relations with the Administration of the College

We are indebted to the President of the College, Doctor M. Maceo Nance, Jr., for his interest and his authorization of the Institute. The support and cooperation of other administrative officials, imperative to the success of the Institute, included: Doctor A. S. Belcher, Vice President for Academic Affairs; Doctor A. I. Mose, former Dean of the School of Education-promoted to Dean of the Faculty; Doctor George Brooks, Dean of the School of Education, and Colonel Harold A. Jenkins, Business Manager.

Conducting an institute on campus involves additional responsibility without additional compensation for many persons in various administrative offices. This is especially true of the Office of the Business Manager.

one of the "unsung heroes" to whom a debt of gratitude is due is Mr. Henry Robinson, Accountant in the Office of the Business Manager. The immediate attention which he gave to fiscal matters (requisitions for honorarium, payroll vouchers for participants' stipend, travel vouchers, etc.) contributed immeasurably to the overall success of the Institute.

Mrs. Gloria Washington, Supervisor of the Typing Center, typed the Proposal and the Plan of Operation under the pressure of meeting deadlines. Without her efficiency and her cooperation, the proposal would not have reached USOE.

Pre-Institute Preparation--Problems and Solutions

As was the case when an NDEA Institute for School Library Personnel was conducted by the Department of Library Service in the summer of 1966, the major problem faced during the period of pre-institute preparation was inadequate secretarial and clerical assistance. The budget notes in the proposal give evidence to the fact that an attempt was made to alleviate this problem in that provision was made for a part-time secretary from May 4, to June 5, 1970. However the deadline for submitting applications was April 30, 1970. Normally, the Department has the services of a part-time secretary; hence, it was necessary to overwork an already overworked part-time secretary and to depend on an interested group of senior library service majors for clerical assistance during the pre-institute period.

In reference to publicity, the brochures and application forms were delayed. They were given to the printer during a rush week preceding the local celebrarion of the South Carolina Tricentennial. The Tricentennial publications took precedence. The delay entailed sending a form letter to

those persons who had requested applications; the letter acknowledged the request and gave assurance that application forms and a brochure would be sent as soon as they were available.

In the opinion of the director, the criteria for selection of participants was satisfactory. However, the wisdom of limiting an institute to a specific geographical area may be debatable. The NDEA Institute conducted by the Department of Library Service in 1966 was limited to the state of South Carolina; participation in the 1970 Institute on School Media Programs was limited to the southeastern region. Forty-five requests for applications were received from eighteen states other than the nine which are a part of the southeastern region. Two requests came from Rio Piedras and Santurce, Puerto Rico. The Southeastern states, as determined by their inclusion in the Southeastern Library Association are: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. The table which follows gives numerical data regarding the applicants.

Approximate number of inquiries from potential applicants	184
Number of applications sent to prospective applicants	139
Number of completed applications returned	94
Number of first-rank applicants who were not offered admission because they had previously enrolled in an institute supported by federal funds	45
*Number of applicants who were offered admission but declined	3
Number of selected applicants (participants)	30
Number of male applicants	1
Number of male accepted	1
Number of dependents claimed by applicants	37

*Reasons given by two were job commitments; the third indicated that she had been accepted in a doctoral program, and she planned to enroll during the summer session.

The task of screening and selecting participants and alternates is never a simple one. However, the Selections Committee adhered very closely to

the following eligibility requirements as stated in the proposal and in the brochure:

1. Applicants must have a bachelor's degree from an accredited college, with a minimum of 15 semester hours of library science credit.

2. Participants must meet the requirements for admission to the School of Graduate Studies of South Carolina State College.

3. Participants must be presently employed or under contract to be employed, as librarian (full-time or part-time) in an elementary, junior high, or secondary school or any combination of levels between K-12.

4. The geographical area from which participants will be selected is the southeastern region.

Final selection was determined by the following criteria:

1. The applicant's stated reasons for wishing to participate in the Institute.

2. The applicant's immediate need for the experiences provided by the Institute, as evidenced by a statement from the principal or superintendent of the school in which she (or he) is to be employed during the 1970-71 academic year.

3. The geographical area in which the applicant is to be employed; a distribution in geographical areas represented by the participants is desired.

   Priority will be given to persons who have not previously attended a federally-supported institute.

Orientation of Participants

The first day of the Institute was designed for registration and orientation. There were several flaws in our planned "red carpet treatment". Despite the cooperative efforts of the Dean of the Graduate School and the Registrar in curtailing registration procedures, it was necessary for those participants who were living on campus and had not paid for board and room rent in advance to stand in long lines along with the other registrants. Despite this, the Opening Day Report and registration forms were completed.

The participants were given individual folders containing a roster of participants with their home and school addresses, a badge, a schedule for regular sessions of the Institute, and stipends covering a two-week period. Other aspects of orientation--having participants get acquainted, having participants discuss and react to Institute objectives, giving an overview of the Institute program, and touring the Miller F. Whittaker Library had to be rescheduled for the following day.

In the participants' evaluation of the Institute's operation, orientation was rated "excellent" by eleven, "good" by thirteen, and "fair" by four; two gave no reply this item. The instructor's rating was "good". The director feels that the major purposes of orientation were finally achieved--not as planned, nor without some complications.

Physical Facilities

A confession is in order! An evaluation of physical facilities per se was inadvertantly omitted on the participants' forms. Quarters for the Department of Library Service are now located on the mezzanine floor of the new Miller F. Whittaker Library. The quarters are air-conditioned, carpeted, adequately equipped, functional and attractive. The participants seemed to be impressed. There were no complaints about physical facilities; hence, it is safe to assume that they were quite comfortable.

Space utilized included two seminar rooms, one of which has two wet carrels, and the Departmental Library. All of the facilities of the Miller F. Whittaker Library, including a reading room on the mezzanine floor, conference rooms, carrels, and the Faculty Lounge (for coffee-coke breaks) were available and were used.

Audio-visual equipment which is permanently housed in the Department includes an 8mm sound projector, a super 8mm cartridge loop projector, two

filmstrip projectors, five filmstrip previewers, a midget microfilm reader, an overhead projector, an opaque projector, a tape recorder, a cassette player-recorder, and a television set for closed circuit ETV.

The media collection in the Departmental Library includes a modest collection of audio-visual as well as printed materials. In addition the resources of the Main Library and the Audio-Visual Center were utilized to the fullest extent.

A portion of the Institute budget was used to secure additional resources for use by participants. The staff attempted to anticipate demand and, at the same time, to stretch the budget as far as possible. Hence, with relatively expensive titles, the formula of "one for each four participants" was not used in purchasing duplicates. Expendable materials which were ordered included reprints of pertinent articles, pamphlets and other inexpensive publications, many of which included bibliographies. The staff felt that these materials could be used by participants during the Institute and afterward in their respective media programs. A listing of handouts, as compiled by a group of participants, is included in the Appendix.

Field Trips

Contrary to one of the suggestions made at the meeting of institute directors held in Washington, D. C. in May 1970, field trips were not made early in the Institute. The local trip as well as the trip to Columbia, South Carolina were made during the final weeks of the Institute. Locally, the following schools were visited: the Felton Laboratory School on campus, Brookdale Junior High School, and Orangeburg High School. Incidentally, the librarians of these three schools were participants in the Institute. Furthermore, the three are exemplary situations for one reason or another: Felton for the integrated media concept; Brookdale has new physical facilities, with provisions and plans for integrated media; and Orangeburg High as an example of

an attempt to effectively utilize available space until adequate quarters are provided. The field trip to the local libraries was optional; nevertheless, twenty-eight of the thirty participants went along. Fourteen rated the experience as "excellent", twelve gave a rating of "good", and two considered it "fair".

Itinerary for the field trip to Columbia, South Carolina included the District Materials Center for Richland School District No. 1, the Meadowfield Elementary School, the South Carolina Education Television Center, and the South Carolina State Library. The stop at Meadowfield was rather disappointing in that our major objective, an explanation of the publicized Diversified Unlimited Access to Learning (DUAL) system which is in operation there, was not achieved. Nevertheless, we are grateful to Mrs. William Foran who arranged for the group to visit the school, as well as the District Materials Center. Participants were impressed with the new South Carolina State Library, and the guided tour of the ETV center was a novel experience for a majority of the participants. Twelve rated the field trip to Columbia as "excellent"; thirteen gave a rating of "good", four rated it "fair". One participant was not with the group. The instructor rated both field trips as "good". The director feels that they were worthwhile experiences from many points of view; her only regret is that there was no opportunity to see programs in action in any of the schools which were visited.

Participant Communication with Director and Staff

Item No. 6 on the final evaluation form (see Appendix) was concerned with the morale of the group, with relationships between participants, and with relationships between staff and participants. The following comments are typical

of those submitted by a majority of the participants:

> "I felt that the morale of the group was excellent; it was one of the most congenial groups I have ever worked with. The relationships between staff and participants were exceptionally good."
>
> "Morale excellent. Relationships generally favorable."
>
> "Participants worked harmoniously together--a 'family' feeling by the end of the course."
>
> "The relationship between staff and participants was to me exceptionally beautiful. You were both very much involved with us."
>
> "The relationships were very favorable. I feel that the white members as well as the black members learned a great deal from working together as closely as we did."
>
> "There appeared to be a very good relationship between participants and staff. Staff members always had time to discuss 'anything' with participants."

Some reservations are apparent in the statements made by three participants.

> "Yes, to a certain extent. Sometimes things were not quite up to par, but on a whole I think the relationships were excellent. I believe most of us learned to understand and appreciate each other."
>
> "The morale was generally good. Only when we became confused about the work to be done on implementation of the Standards did we feel lost, or morale was at a low ebb."
>
> "I think there were times when participants were 'down' especially toward the end of the Institute, but I think it was a natural consequence of tension."

With reference to relationships between participants, the instructor observed that one chairman failed partially in establishing rapport among her panel members. One of the participants, also commented that, "at times there were minor problems in groups and otherwise, but they were quickly cleared up, sometimes without the knowledge of other members." A similar statement from

another participant is that, "once or twice, slight appearance of animosity was perceived among the groups (panels), but generally the relationship between the participants was congenial.

In the director's opinion, the instructor was approachable, communicative, and available for any assistance or clarification of requirements. Individual conferences with participants were scheduled daily, except when some other group activity took precedence. As for the participants, they were (with very few exceptions) a congenial, conscientious, receptive group.

Full-time vs Part-time Staff

This item is not applicable; however, from the point of view of complete involvement and continuity of program, this director is partial to the idea of full-time staff-even if the staff is limited.

Regular Faculty vs Visiting Faculty

Technically, this item is not applicable to the Institute on School Media Programs in that both members of the instructional staff (the director doubled as instructor for one phase of the Institute Program) were regular faculty. However the Institute staff included an Assistant Director who was employed for the length of the Institute. Her services were, for the most part, utilized in the role of "media manager," and her services were invaluable.

Lecturers and Consultants

It is the concerted opinion of the Institute staff that the contributions of lecturers and consultants were one of the strongest features of the Institute. Numerically, there were twelve, three of whom were members of the South Carolina State College Faculty. They were

Doctor A. S. Roberts, who was then Principal of the Felton Laboratory School and is now Dean of the School of Education; Mr. Richard Wayman, Director of the Audio-Visual Center; and Mr. James Ellzy of the Department of Business Administration, who served as pinch hitter for Mr. Willie Heggins. Mr. Heggins had made a commitment with IBM and was not available. The only other consultant whose name appeared in the original proposal and whose expertise (in person) was not utilized was Miss Peggy Sullivan. We can assure her, however, that Realization was in constant demand.

Two consultants during the final week of the Institute were representatives of the South Carolina Department of Education: Miss Nancy Jane Day, who lived up to her promise to participate in the Institute despite her previous retirement, and Mrs. Margaret Ehrhardt, whose first name was listed as "Amelia" from the proposal stage through the publicity (including the brochure, news articles, etc.). To the director, this was one of the "boners" of the Institute. In presenting Mrs. Ehrhardt to the group, she admitted the "faux pas" and noted the fact that Mrs. Ehrhardt was far more valuable to this group in her present role than she would have been as an aviatrix.

Miss Alfreda James was, in essence, a third representative of the State Department of Education. However, during the period of the Institute, she was enrolled at Bank Street College of Education in New York City as a trainee in an Institute for Training of Leadership in Early Childhood Education. Despite the pressures of her program at Bank Street, she willingly shared with the group aspects of and media for childhood education.

Doctor Annette Phinazee and Miss Emily Boyce, via research and previous conference and/or institute experience, furnished ample framework and additional bibliographies for the phase of the Institute which was concerned

with media for the disadvantaged-with emphasis on media by and about Black Americans.

Participants were impressed with all of the consultants and lecturers--in varying degrees. Ratings are tallied on the "Final Evaluation for Participants" in the Appendix. In the opinion of the Institute staff, all of the consultants and guest lecturers "xeroed in" on their respective and varied topics. Mr. Robert Case, Director of the School Library Manpower Project, and Doctor Frances Henne, as Chairman of the Committee which formulated the Standards, were irreplaceable in their roles. We are expecially indebted to them for their contributions to the success of the Institute.

Mr. James Allen, Media Coordinator for Kings County Schools, Hanford, California and Mr. Kenneth Toombs, Director of Libraries at the University of South Carolina, were informative, inspirational, and challenging. As evidenced by the participants' ratings, they were both very effective.

Unique Features of the Institute

One of the unique features of the Institute was the ratio of male to female (one to twenty-nine) and the ease with which he adjusted. Despite the current controversy about the rights of woman, he was unanimously elected as Chairman of the Steering Committee, a responsibility which he willingly assumed.

Border-line sensitivity sessions, not intended as such, were inevitably precipitated through frank discussions of the role which Black Americans have played in the history of this nation. The plateau of mutual understanding and respect which the participants reached, the majority of whom have had very limited experience in integrated learning situations, was unusual.

Use of New Materials

The following objectives of the Institute were directly involved with materials:

1. To develop an awareness of the wide variety of media available for working with different levels and for meeting special needs.

2. To develop an understanding of the tremendous potential of media in achieving human understanding.

Media and its effective use by teachers and by students with varying capabilities and interests is one of the hallmarks of the Standards for Media Programs. Hence, the staff was cognizant of the importance of exposing participants to all types of media-- 16mm sound films, 8mm sound films, 8mm single cartridge loops, sound filmstrips, transparencies, slides, microfilms, tapes (cassette, reel, and video), television, curriculum center materials, charts, pictures, etc. Several consultants stressed the importance of locally produced materials. Institute sessions were taped by several participants and by the instructor. Some of them made transparencies for group and individual presentations. A series of panel discussions was video taped by the Director of the AV Center. One participant donated a series of slides of Institute activities. The instructor filmed scenes of the field trip. Hence, audio-visual equipment and materials were very much in evidence.

As a follow-up of his lecture, Mr. Ellzy gave a demonstration at the Data Processing Center on campus. Participants had the opportunity of seeing data processing equipment in operation--the key-punch machine, sorter, collator, accounting machine, reproducer, and an 1130 computer.

Significant Experiences of Enrollees

In the final evaluation, the question was asked of participants, "What was the most significant thing that happened to you during the Institute?"

The replies are varied; a sampling follows:

"I believe the most significant thing that has happened to me is the gaining of more enthusiasm to work with our students and teachers."

"The gaining of a wealth of knowledge which is important in becoming a media specialist who can head a successful program in the school."

"My understanding and appreciation of the Black race alone was and is of tremendous value."

"Meeting and listening to Doctor Frances Henne and to Doctor Roberts of the Felton Laboratory School."

"Opportunity to hear people on the national level."

"Getting to meet Mrs. Henne was a great inspiration, as I felt that she could offer us a lot as to implementing the Standards. Secondly, meeting Mr. Allen...gave me more enthusiasm for wanting to do as much as possible for students and teachers."

"As a new media specialist with very few years of experience, I found just about everything to be significant. I feel more comfortable in my work situation. Furthermore, the personal relationships with participants is one never to be forgotten."

"I realized that my media center is not the worst after all!"

"Being able to share experiences with participants from other states and the panel video tape activity."

"To be able to engage in some of the activities which are innovations in the media center area."

"The most significant thing about the Institute was finding out how much work can be accomplished in a short period of time."

"The most significant thing that happened to me during the Institute was the video taping of reports. This was enjoyable, and I feel that students will get a kick from this in my situation."

"The Institute made me more aware of the possibilities in my own library and also made me more aware of the need for increased media for and about blacks."

Participant Reaction to Acquisition of New Concepts, Ideas, and Skills

In reply to the question, "What will you do differently during the 1970-71 school year (or what plans do you intend to implement) as a result of having attended the Institute," participants made the following kinds of comments:

> "I plan closer cooperation between the instructional staff of the school, including the principal. I see the importance of being more familiar with the curriculum and asking the staff to involve themselves in the selection of materials which will support the educational objectives of the school."
>
> "I will attempt to build an audio-visual section and encourage its use by both teachers and students..."
>
> "I shall return to my school and improve the entire program with the help of teachers, principal, supervisor, and superintendent. I shall put into practice what I have learned."
>
> "As a result of the Institute, some of my plans for the 1970-71 school year are:
>
> 1. To try to implant the idea of a media center instead of library in the minds of principal, teachers, and students.
> 2. To make selection policies and have them approved by the school board.
> 3. To take the responsibility for promoting independent study.
> 4. To encourage the use of materials by and about Black Americans."
>
> "I would like to do all of the things we've discussed for effective media centers. My enthusiasm is greater than my energy, I believe, but I do intend to do as much as I possibly can."
>
> "I hope to really convert my library into a media center..."

Flexible scheduling, assisting teachers in setting up courses of study, changing the system for checking out equipment, pushing for immediate enlargement of the media center, working toward the expanded services program by encouraging more student and parent participation, in-service

meetings with teachers and principal to stress the importance of the media center, trying new ways of making available the materials in the media center, multi-media shelving, spending more of the budget for A-V materials, and acquiring more printed and audiovisual materials by and about Black Americans were reoccuring themes.

Follow-up of the Institute

Although there is no provision in the Institute budget for a follow-up of the Institute, the staff will attempt to determine what impact the Institute has had on the participants and their respective school media programs through questionnaires, contacts with principals, teachers, and students, and visits (to the extent that this is possible). Feedback is sometimes available when it is least expected. For example, in informal situations totally unrelated to the Institute, two principals revealed the fact that their "media specialists" were already making "demands" toward implementing the Standards. Neither promised an immediate solution to all of their problems; however, both were impressed with the newly acquired enthusiasm of these two Institute participants, and both were amenable to their short range and projected plans. This is progress!

Major Strength of the Institute

The following statements are quoted from the participants' final evaluation forms:

> "The wide variety of multimedia materials and equipment, the excellent outline of course content, and the practical application of it to the Standards and to our own individual school situations."

"Excellent organization and planning of program, excellent consultants, and eagerness of participants to work."

"The materials and the syllabi. The learnings presented from Negro history. The consultants."

"We accomplished a lot more than I expected in the time alloted. Well planned and organized program. Third, the teachers were competent in the areas which they taught."

"The major strength of the Institute was the staff. Without their patience and guidance, it would have been a failure."

"The major strengths of the Institute were:

1. Cooperation of a fine staff
2. Cooperation of participants
3. A program that was very well organized. I must say that much preplanning went into it, because it was definitely a success."

"Organization of the program and selection of consultants."

"Timely appearances of consultants."

"The invaluable information of consultants."

"The class sessions on Black Americans."

"Varied teaching techniques-consultants, lectures, group work, individual work, conferences, audiovisual presentations, field trips.
Group projects-in depth studies
Individual projects - applicable to own situations."

"The ability to tie together all the varied activities and the tremendous amount of materials, etc. presented. The Institute was well planned, and the speakers were quite good."

"The major strengths were competency of Institute staff and lecturers, physical facilities, and the availability of resource materials. The staff members worked diligently with this program."

The instructor listed the following as major strengths of the Institute:

1. Opportunity for staff and participants to execute in-depth study of standards in relation to local situations.

2. Fostering of understandings of black culture.
3. Overview of various libraries and their use of Knapp Project and Federal Funds.

In addition to these aspects of the Institute program, the director feels that a conscientious and intensely interested staff, responsive and receptive participants, capable consultants, and an environment conducive to learning were major strengths of the Institute.

Major Weaknesses of the Institute

The following are criticisms made by the participants:

"Too much to attain in so little time; eight weeks instead of six."

"Lack of complete organization".

"More copies of materials which were in demand"

"Detailed information about assignments was not made clear in the beginning. This would have saved time for participants who often had to rewrite projects or submit them in different formats."

"Too much repetition in presentation of projects."

"Too much repetition through panel participation."

"Too many involved assignments, all of which were useful, but made me feel that I wasn't doing justice to any one--as I was concerned about getting all of the work done."

"Too little time allowed for Black Studies."

"There were no major weaknesses, but at times I thought the work assigned was too heavy. Now that it is over and I have completed everything, I am happy that we had the amount of work because it has certainly given me a wealth of knowledge."

Several participants indicated that the strengths, in their opinion overshadowed any apparent weaknesses. The time element was listed by the instructor. She felt that some evenings were needed for audio-visual showings and that participants needed more week-end library hours. In reference to the utilization of materials, she mentioned the failure on the

part of participants to vary their use of available sources.

In reply to the question, "What were the major problems which you encountered as a participant?" seventeen listed availability of materials or the lack of enough copies of sources which were required reading. As one participant phrased it, "I may have 'pushed the panic button' when materials which I needed were not available." Another says, "Other participants (librarians, can you believe it?) not observing library etiquette. Books were kept overtime and sometimes not signed out at all."

I agree with the instructor's observation. Frequently the participants created an excessive demand for one specific title by their unwillingness to accept a substitute. There were a few who seemed to think that thirty copies of everything should have been available, including a title such as Realization which costs $10.00. Nevertheless, the pressures which the participants felt regarding materials would be, in the opinion of the writer, a major weakness of the Institute.

Major Problems Encountered

Inadequate secretarial and clerical assistance prior to the Institute was the director's most pressing problem. This is discussed in detail under "Pre-Institute Preparation-Problems and Solutions." There were minor problems such as rescheduling consultants, delayed flights, etc. The director's major problem at the moment is meeting the deadline for this report.

Evaluation of Other Aspects of the Institute

A. Objectives

The staff and the thirty participants concur that the objectives of the Institute were achieved. The Standards for School Media Programs were thoroughly interpreted, and all aspects of the problems involved in their implementation were explored. The multi-faced role of the

media center in relation to such educational trends as publicly supported kindergartens, increased emphasis on individualized instruction and independent study, and recognition of the unique needs of the culturally and educationally deprived was interpreted. Pertinent research and case studies of emerging and exemplary media centers were reviewed. Emphasis was placed on the multimedia approach in teaching and learning. The role of media in intergroup relations and the responsibility, as media specialists, of including and promoting materials by and about minority groups in media center collections was stressed. The participants were introduced to some of the implications and applications of automation.

Frankly, the director would be a little less ambitious in determining and stating objectives--if she were to direct another institute.

B. Optimum Number of Grade Levels Included

Prior to the Institute, the staff debated the wisdom of including participants who represented more than one level. However, we have had no reason to regret the decision to accept applicants from all levels or from any combination of levels between K-12. We were conscious of levels as we reviewed applications and selected participants, but this did not take precedence over other factors which we deemed more important. Consequently, seventeen of the participants were employed (or to be employed during the ensuing school year) in elementary schools. Four were in middle schools or junior high schools, and nine were in high schools. The variation in levels was used as a basis for organizing discussion panels. Hence, there were three elementary, one middle and junior high, and two high school panels. The staff is convinced that the interchange of ideas, the sharing of materials, and the projected plans for converting libraries to media centers surmounted all other

concerns regarding grade levels.

C. Dates of the Institute

In the director's opinion, the dates were satisfactory. The beginning date dovetailed with the beginning of the regular summer session. All participants were present on the beginning date. The Institute ended two weeks before the end of the summer session. However, this posed no administrative problems.

D. Optimum Number of Weeks

In view of the stamina required of staff and participants in an intense full-time institute program, six weeks is the optimum number desired by this director.

E. Participants

Thirty participants was the optimum number which our quarters could comfortably accommodate. Had not this factor placed a limitation on the number of participants, if a spirit of "togetherness" is an underlying objective of a successful institute, thirty to thirty-five participants is still an optimum number in the opinion of this director.

In view of the nature of the Institute and the geographical area to which it was open, the Selections Committee limited participants to one per school--not that this was a problem. Relatively few school libraries in this area have more than one librarian. The director still feels that a successful institute might be planned with a team of participants from each school, consisting of the principal, the media center specialist, and one or more teachers.

The Selections Committee did exert an effort to have the nine states in the southeastern region represented. Six participants were out-of-state residents. A distribution in geographical area was one of the

concerns regarding grade levels.

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The Selections Committee did exert an effort to have the nine states in the southeastern region represented. Six participants were out-of-state residents. A distribution in geographical area was one of the

factors which did take precedence in selecting participants; there were no eligible applicants from the states which were not represented in the Institute. Many of the applicants who met other criteria had previously attended a federally supported institute.

Clusters of participants were intentionally selected in the Orangeburg, St. Matthews, and Charleston areas. The St. Matthews group included a library supervisor. A follow-up of the Institute should reveal any advantages or disadvantages of this arrangement.

F. Distribution of Time: Classroom vs. Free Time

The director feels that the regular schedule as outlined was satisfactory. However, it was not adhered to--not to the extent that it should have been. Flexibility was intended when lecturers and consultants were involved, on occasions when the staff felt that continuity was of essence, or when an unusual activity such as a field trip was scheduled. For the most part, afternoons were used for individual conferences with the instructor, for group meetings, and for study. The only occasion on which the entire group met in the evening was social. The staff entertained the participants at the Northside Country Club the evening before the Institute ended.

G. Emphasis on Substantive Content vs Teaching Skills

The Institute was concerned with basic concepts, knowledges and skills needed by media center specialists for planning, implementing, and evaluating media center programs. The emphasis, however, was placed on the development of concepts and the acquisition of knowledge rather than on the acquisition of skills--many of which are within the realm of responsibility of supportive staff.

The time element precluded an in-depth study of media by and about Black Americans. Nevertheless, the emphasis in this phase of the

Institute was also on substantive content.

H. Ratio of Staff to Participants

The ratio of full-time instructional staff to participants was not satisfactory. As noted previously, the director (for the sake of economy) doubled as one of the two instructors. Although the experience was challenging and thoroughly enjoyable, she is convinced that directing an institute is a full-time responsibility.

I. Budget

One of the director's major concerns was "living within the budget." If she were to submit a proposal for another institute, the allocation for materials (hardcover books, paperbacks, and nonbook materials) would be substantially increased. The allocations for reproduction and communications would be decreased. And if allowable, the dates for employing a part-time secretary would coincide with the acknowledgement of requests and the mailing of application forms, brochures, etc.

Potential Impact of the Institute

Institutes for Training in Librarianship, as is the case of other programs which are federally supported and widely publicized, tend to focus attention on career possibilities in the field. Although the institutes are not intended as recruiting devices, it is hoped that increased enrollment of undergraduates and in-service librarians in the Department of Library Service will be one of the by-products. An even more immediate result is the possible impact which thirty informed, enthusiastic media specialists could make toward the achievement of quality education in their respective school situations.

III

CONCLUSIONS

In summary, the staff-supported by the unanimous opinion of participants--is convinced that the 1970 FY Institute for Training in Librarianship conducted by the Department of Library Service at South Carolina State College was a success. Despite the minor imperfections and the complaints from some of the participants about requirements and materials, the staff feels that it was a rewarding experience for all who were concerned.

In the opinion of the director, the objectives were educationally sound and clearly stated, the procedure for selecting participants was satisfactory, the use of consultants and lecturers was one of the strengths of the Institute, the combination of grade levels was satisfactory, the staff was competent, physical facilities were an asset , and six weeks is a desirable length of time for a full time institute.

Doctor Frances Henne published an article entitled, "As Good as Librarians Make Them," in the May, 1966, issue of the School Library Journal. As a final comment, the writer wishes to quote her again as she did in a previous institute report. "One of the most exciting features of a successful institute is difficult to describe because it is a composite of many people, experiences, and things; because it involves atmosphere and environment, inspiration and challenge, and opportunity for the exchange of ideas and experiences,"

The staff of the Department of Library Service is grateful to USOE for having had the opportunity of conducting a successful institute.

APPENDIX

South Carolina State College
Orangeburg, South Carolina
INSTITUTE FOR TRAINING IN LIBRARIANSHIP
(Summer, 1970)
PARTICIPANTS

NAME	HOME ADDRESS	PRE-INSTITUTE SCHOOL ADDRESS	DEPENDENTS
Mrs. Eva M. Blanche	Post Office Box 1732 S. C. State College Orangeburg, S. C. 29115	Guinyard Elem. School St. Matthews, S. C. 29135	0
*Mrs. Jessica P. Brown	111 Third Avenue Mt. Pleasant, S. C. 29464	Wallace Elem. School Route 4, Box 40 Charleston, S. C. 29407	0
Mr. James G. Burner	481 Brentlawn Drive Nashville, Tennessee 37220	Apollo Junior High Sch. Richards Road Antioch, Tennessee	2
Mrs. Carolyn W. Cope	Post Office Cope, South Carolina 29038	Orangeburg High School Orangeburg, S. C. 29115	2
Mrs. Juanita F. Edwards	2385 Washington Street Bartow, Florida 33830	Haines City Area Haines City, Florida 33844	2
Mrs. Azalee H. Felder	Route 3, Box 183 Summerton, S. C. 29148	Spring Hill Elem. Sch. Route 1, Box 80 Summerton, S. C.	1
Mrs. Ernestine W. Gadsden	Route 3, Box 99 Aiken, S. C. 29801	Hammond Hill Elem. Sch. North Augusta, S. C.	1

NAME	HOME ADDRESS	PRE-INSTITUTE SCHOOL ADDRESS	DEPENDENTS
Mrs. Alfreda R. Hawkins	400 Sumter Street Charleston, S. C. 29403	Columbus Street Elem. Sch. 63 Columbus Street Charleston, S. C. 29403	0
Mrs. Margie B. Howell	Route 2, Box 79-C Marion, S. C. 29571	Springville Elem. Sch. Route 2, Box 230-B Marion, S. C. 29571	0
Mrs. Maxine S. Jackson	Route 2, Box 491-A Florence, S. C. 29501	North Vista Elem. Sch. North Irby Street Ext. Florence, S. C. 29501	1
Mrs. Annie A. Jamison	464 Henley Street Orangeburg, S. C. 29115	Brookdale Jr. High Sch. Orangeburg, S. C. 29115	0
Mrs. Patricia B. Johnson	506 Millwood Road Orangeburg, S. C. 29115	John Ford High School St. Matthews, S. C. 29153	2
Mrs. Dorothy G. Kennedy	313 East Church St. Mullins, S. C. 29574	Palmetto High School P. O. Box 511, O'Neal St. Mullins, S. C. 29574	4
Mrs. Betty R. Kenny	324 Sumter Street Charleston, S. C. 29403	Liberty Hill North Charleston, S. C. 29406	0
Miss La-Ferne Lynch	4411 Baughman Court Newport News, Va. 23606	Thomas Jefferson Sch. 600 Block 31st Street Newport News, Va. 23606	1

NAME	HOME ADDRESS	PRE-INSTITUTE SCHOOL ADDRESS	DEPENDENTS
Mrs. Queenell W. McClain	Post Office Box 2095 S. C. State College Orangeburg, S. C. 29115	Felton Laboratory Sch. S. C. State College Orangeburg, S. C. 29115	2
Mrs. Hattie S. McFadden	Route 1, Box 10 Summerton, S. C. 29148	St. Paul Elem. Sch. Summerton, S. C. 29148	1
Mrs. Annie A. McGhee	1034 South East 12th Ave. Gainesville, Fla. 32601	Littlewood Elem. Sch. 812 North West 34th St. Gainesville, Fla. 32601	2
Mrs. Rosie Mickle	12 Jasmine Road Hurlburt Field, Fla.	New Heights Elem. Sch. Fort Walton Beach, Fla.	0
Mrs. Mildred S. Neal	Post Office Box 313 Itta Bena, Mississippi 38941	Threadgill Elem. School Broad Street Greenwood, Miss. 38903	4
Mrs. Elizabeth R. Nelson	314 East Bridge Street St. Matthews, S. C. 29135	St. Matthews High Sch. St. Matthews, S. C. 29135	1
Mrs. Mary J. Orr	570 Buckley Street Orangeburg, S. C. 29115	Dantzler Elem. Sch. Route 1, Box 157 Holly Hill, S. C. 29059	0
Mrs. Lina H. Pearson	209 Magnolia Street Darlington, S. C. 29532	Brockington Elem. Sch. Post Office Box 135 Darlington, S. C. 29532	1

NAME	HOME ADDRESS	PRE-INSTITUTE SCHOOL ADDRESS	DEPENDENTS
Mrs. Alvesta W. Robertson	Star Route, Box 257-B Beaufort, S. C.	St. Helena High School Frogmore, S. C. 29920	2
Mrs. Sarah S. Robinson	1775 Atlantic Ave. Orangeburg, S. C. 29115	Roberts High School Holly Hill, S. C.	0
Mrs. Jeanette P. Singleton	Post Office Box 118 Awendaw, S. C. 29429	Lincoln High School McClellanville, S. C. 29458	1
Mrs. Elizabeth A. Sprott	16 East Cornell Arms Columbia, S. C. 29201	Dreher High School 701 Adger Road Columbia, S. C. 29205	1
Mrs. Janie G. Spry	Route 1, Box 33-B Manning, S. C. 29102	Williamsburg Training Sch. Greeleyville, S. C. 29056 29056	3
Mrs. Joyce S. Switzer	411 Wedgewood Drive Woodruff, S. C. 29388	Woodruff High School Woodruff, S. C. 29388	2
Mrs. Ethel L. Woodruff	207 Anthony Drive Post Office Box 585 Bath, S. C. 29816	Langley-Bath-Clearwater High Sch. Post Office Box 327 Langley, S. C. 29834	1

*Post-Institute employment address: Sullivan's Island Elem. School
Box 5471
Sullivan's Island, S. C.
29482

Discussion Panels and Steering Committee

Elementary School Panels

Panel I:
Mrs. Eva M. Blanche - Chairman
Mrs. Azalee Felder
Mrs. Ernestine W. Gadsden
Mrs. Alfreda R. Hawkins
Miss La-Ferne Lynch

Panel II:
Mrs. Margie B. Howell
Mrs. Maxine S. Jackson
Mrs. Hattie S. McFadden
Mrs. Annie A. McGhee
Mrs. Rosie Mickle - Chairman
Mrs. Juanita F. Edwards

Panel III:
Mrs. Mildred S. Neal
Mrs. Mary Orr
Mrs. Lina H. Pearson
Mrs. Betty R. Kenny
Mrs. Queenell W. McClain - Chairman
Mrs. Jessica P. Brown

Middle and Junior High School Panel

Mrs. Annie A. Jamison - Chairman
Mr. James G. Burner
Mrs. Dorothy Kennedy
Mrs. Alvesta Robertson

High School Panels

Panel I:
Mrs. Carolyn W. Cope
Mrs. Patricia B. Johnson
Mrs. Elizabeth R. Nelson - Chairman
Mrs. Sarah S. Robinson
Mrs. Jeanette P. Singleton

Panel II:
Mrs. Elizabeth A. Sprott
Mrs. Janie G. Spry
Mrs. Joyce S. Switzer
Mrs. Ethel L. Woodruff - Chairman

Steering Committee

Mrs. Joyce Switzer
Mrs. Carolyn Cope
Miss La-Ferne Lynch
Mrs. Eva Blanche
Mrs. Rosie Mickle
Mrs. Queenell McClain
Mrs. Annie Jamison
Mrs. Elizabeth Nelson
Mrs. Ethel Woodruff
Mr. James Burner - Chairman

Institute Committees

Audiovisual

Mrs. Jessica Brown
Mr. James Burner, Chairman
Mrs. Ernestine Gadsden
Mrs. Margie Howell
Mrs. Dorothy Kennedy
Mrs. Betty Kenny
Mrs. Queenell McClain
Mrs. Hattie McFadden
Mrs. Lina Pearson
Mrs. Alvesta Robertson
Mrs. Jeanette Singleton
Mrs. Elizabeth Sprott
Mrs. Janie Spry
Mrs. Ethel Woodruff

Publicity

Mrs. Eva Blanche
Mrs. Alfreda Hawkins
Mrs. Maxine Jackson
Mrs. Annie Jamison
Mrs. Joyce Switzer, Chairman

Hospitality

Mrs. Carolyn Cope, Chairman
Mrs. Patricia Johnson
Mrs. Rosie Mickle
Mrs. Elizabeth Nelson
Mrs. Mary J. Orr
Mrs. Sarah Robinson

Social

Mrs. Juanita Edwards
Mrs. Azalee Felder
Mrs. Mildred Neal
Miss La-Ferne Lynch, Chairman
Mrs. Eva Blanche, "Consultant"
Mrs. Annie McGhee

INSTITUTE ON SCHOOL MEDIA PROGRAMS

South Carolina State College
Orangeburg, South Carolina

RESPONSES TO PERIODIC EVALUATION FORM

Area of Evaluation:	Excellent	Good	Fair	Poor	No reply
FORMAL COURSE CONTENT					
"Application of Research Findings and Project Reports to Specific Situations"					
Relevance to Institute Objectives	21	8	0	0	1
Organization of Course Content	19	8	2	0	1
Effectiveness of Presentations:					
By Institute Participants	23	6	1	0	
By Instructor	15	13	1	0	1
"Media for the Minority"					
Relevance to Institute Objectives	24	6	0	0	0
Organization of Course Content	20	10	0	0	0
Effectiveness of Presentations:					
By Institute Participants	12	18	0	0	0
By Instructor	23	7	0	0	0
Contributions of Lecturers and Consultants:					
Doctor Amelia Roberts	29	1	0	0	0

Area of Evaluation	Excel-lent	Good	Fair	Poor	No reply
Contributions of Lecturers and Consultants: (cont'd.)					
Miss Alfreda James	6	15	8	0	1
Mr. Robert Case	24	5	0	0	1
Doctor Annette Phinazee	20	10	0	0	0
Miss Emily Boyce	12	11	7	0	0
Other Considerations:					
Communication with Director (Mrs. Middleton)	28	2	0	0	0
Communication with Instructor (Mrs. Caldwell)	16	13	0	1	0
Communication with Assistant Director (Miss David)	23	7	0	0	0
Adequacy of Materials	12	13	5	0	0
Accessibility of Materials	6	15	8	1	0

RESPONSES TO PARTICIPANTS' EVALUATION CHART OF THE INSTITUTE'S OPERATION
(a portion of The Final Evaluation Form)

AREAS	1	2	3	4	No reply
1. Organization of the Institute	20	9	1	0	
2. Evidence of Pre-Planning	26	4	0	0	
3. Orientation of Participants	11	13	4	0	2
4. Coordination of Institute Activities	10	15	5	0	
5. Clarity of Objectives	20	6	3	1	
A. V. Center	5	20	4	0	1
6. Demonstrations Data Processing Center	7	21	2	0	
7. Contributions of Consultants and Lecturers:					
Mr. James Allen	27	3	0	0	
Mr. Richard Waymer	10	16	4	0	
Mr. James Ellzy	7	13	9	0	1
Doctor Frances Henne	21	7	0	0	2
Miss Nancy Jane Day	19	10	0	0	1
Mrs. Margaret Ehrhardt	8	19	3	0	1
Mr. Kenneth Toombs	12	13	1	0	4
Printed	11	8	11	0	
8. Materials Provided Audio-Visual	14	12	3	0	1
9. Conferences with Instructor	13	14	0	0	3
Local	15	10	2	0	3
10. Feild Trips: Columbia, S. C.	13	15	1	0	1
11. Leadership--Director	28	1	0	0	1

1 = Excellent 2 = Good 3 = Fair 4 = Poor

Note: Please make any additional comments on reverse side of sheet.

INSTITUTE ON SCHOOL MEDIA PROGRAMS

South Carolina State College
Orangeburg, South Carolina

PERIODIC EVALUATION FORM

Area of Evaluation:	Excel-lent	Good	Fair	Poor	Suggestions for Improvement
FORMAL COURSE CONTENT					
"Applications of Research Findings and Project Reports to Specific Situations"					
Relevance to Institute Objectives					
Organization of Course Content					
Effectiveness of Presentations:					
By Institute Participants					
By Instructor					
"Media for the Minority"					
Relevance to Institute Objectives					
Organization of Course Content					
Effectiveness of Presentations:					
By Institute Participants					
By Instructor					
Contributions of Lecturers and Consultants:					
Doctor Amelia Roberts					
Miss Alfreda James					

Area of Evaluation	Excel-lent	Good	Fair	Poor	Suggestions for Improvement
Contributions of Lecturers and Consultants: (cont'd.) Mr. Robert Case					
Doctor Annette Phinazee					
Miss Emily Boyce					
Other Considerations: Communication with Director (Mrs. Middleton)					
Communication with Instructor (Mrs. Caldwell)					
Communication with Assistant Director (Miss David)					
Adequacy of Materials					
Accessibility of Materials					

INSTITUTE ON SCHOOL MEDIA PROGRAMS

South Carolina State College
Orangeburg, South Carolina

FINAL EVALUATION BY PARTICIPANTS

1. Do you feel that the Institute on School Media Programs has improved your competencies as a school media specialist?

_____ yes _____ no

If your answer is "yes", to what extent do you feel that your competencies have been improved?

_____ a. Greatly

_____ b. Moderately

_____ c. To a limited extent

2. Do you feel that the objectives of the Institute, as outlined in the brochure, were achieved?

_____ yes _____ no. Please comment on your reply.

3. What was the most significant thing that happened to you during the Institute?

4. What will you do differently during the 1970-71 school year (or what plans do you intend to implement) as a result of having attended the Institute?

PARTICIPANTS'S EVALUATION CHART OF THE INSTITUTE'S OPERATION

AREAS	1	2	3	4
1. Organization of the Institute				
2. Evidence of Pre-Planning				
3. Orientation of Participants				
4. Coordination of Institute Activities				
5. Clarity of Objectives				
A. V. Center				
6. Demonstrations Data Processing Center				
7. Contributions of Consultants and Lecturers:				
Mr. James Allen				
Mr. Richard Waymer				
Mr. James Ellzy				
Doctor Frances Henne				
Miss Nancy Jane Day				
Mrs. Margaret Ehrhardt				
Mr. Kenneth Toombs				
Printed				
8. Materials Provided Audio-Visual				
9. Conferences with Instructor				
Local				
10. Field Trips: Columbia, S. C.				
11. Leadership--Director				

1 = Excellent 2 = Good 3 = Fair 4 = Poor

Note: Please make any additional comments on reverse side of sheet.

5. What were the major problems which you encountered as a participant?

6. Please comment on the morale of the group. Were relationships between participants and between staff and participants generally favorable?

7. What do you consider the major strengths of the Institute?

8. What do you consider the major weaknesses?

SOUTH CAROLINA STATE COLLEGE
Orangeburg, South Carolina

Library Service Department

Dear

This is to thank you for your inquiry regarding the Institute on School Media Programs which is scheduled for June 8 - July 17, 1970. The brochure and application forms are not ready at the present time; however, the Institute is limited participant-wise to the Southeastern region. Otherwise, we would be pleased to have you apply.

Very sincerely yours,

(Mrs.) Bernice B. Middleton
Chairman
Library Service Department

BBM:fhm

SOUTH CAROLINA STATE COLLEGE
Orangeburg, South Carolina

Library Service Department

Dear

This is to thank you for your inquiry regarding the Institute on School Media Programs which is scheduled for June 8 - July 17, 1970. We shall be pleased to send application forms and a descriptive brochure as soon as they are available.

Very sincerely yours,

(Mrs.) Bernice B. Middleton
Chairman
Library Service Department

BBM:fnm

INSTITUTE FOR TRAINING IN LIBRARIANSHIP

DEPARTMENT OF LIBRARY SERVICE
SOUTH CAROLINA STATE COLLEGE
ORANGEBURG, SOUTH CAROLINA 29115

Under Title II, Part B, Higher Education Act of 1965, as amended

OFFICE OF THE DIRECTOR

May 11, 1970

Dear

This is to inform you that you have been selected as one of thirty participants in the Institute on School Media Programs at South Carolina State College. As you know, the Institute is sponsored by the Department of Library Service, in cooperation with the United States Office of Education.

If you plan to accept appointment as a participant in this Institute, the following items must be received by the Director no later than May 22, 1970.

1. A letter of acceptance, (See enclosure).
2. The enclosed Application for Stipend must be completed.
3. Evidence of your employment as a librarian for the next academic year. A letter from your supervisory officer verifying employment for 1970-71 will be required. (If you have already supplied this evidence, disregard Item 3.)
4. Completion of the Application to the Graduate School at South Carolina State College. (if you have enrolled previously, disregard Item 4).

If the requirements listed above are not met, we will assume that you are no longer interested; and a replacement will be made from the waiting list of alternate candidates.

Very truly yours,

Bernice B. Middleton

(Mrs.) Bernice B. Middleton
Director

BBM:fhm

Enclosures

Letter of Acceptance

Dear Mrs. Middleton:

I accept your invitation to participate as an enrollee in the Institute on School Media Programs, during the period of June 8 - July 17, 1970.

_____
Signature

_____
Date

Letter of Rejection

Dear Mrs. Middleton:

I find it impossible to accept your invitation to participate as an enrollee in the Institute on School Media Programs during the period June 8 - July 17, 1970.

_____
Signature

_____
Date

INSTITUTE FOR TRAINING IN LIBRARIANSHIP

DEPARTMENT OF LIBRARY SERVICE
SOUTH CAROLINA STATE COLLEGE
ORANGEBURG, SOUTH CAROLINA 29115

Under Title II, Part B, Higher Education Act of 1965, as amended

OFFICE OF THE DIRECTOR

May 11, 1970

You were one of many applicants considered for possible admission to the Institute on School Media Programs to be held at South Carolina State College. The Selection Committee made a sincere effort to evaluate the applications on the basis of the eligibility criteria. In addition, final selection was influenced by the applicant's stated reasons for wishing to participate, the applicant's immediate need for the experiences provided by the Institute, and the geographical area in which the applicant is to be employed during the 1970-71 academic year.

You have been nominated as an alternate and may be invited to attend the Institute if one of the accepted applicants is unable to attend. I have enclosed a form letter which you should execute and return to me not later than May 22, 1970.

We do hope that your status as an alternate will not deter your interest.

Very sincerely yours,

Bernice B. Middleton

(Mrs.) Bernice B. Middleton
Director, Institute on
School Media Programs

BBM:fhm

Enclosure

May 11, 1970

Dear Mrs. Middleton:

Subject: Alternate Response

As an alternate nominee for the Institute on School Media Programs to be held at South Carolina State College beginning June 8, and ending July 17, 1970, I would accept an invitation to participate as late as

_____ 1970.
month day

_____
Signature

_____
Date

INSTITUTE FOR TRAINING IN LIBRARIANSHIP

DEPARTMENT OF LIBRARY SERVICE
SOUTH CAROLINA STATE COLLEGE
ORANGEBURG, SOUTH CAROLINA 29115

Under Title II, Part B, Higher Education Act of 1965, as amended

May 11, 1970

OFFICE OF THE DIRECTOR

Dear

You were one of many eligible applicants considered for possible admission to the Institute on School Media Programs at South Carolina State College; limiting the number to thirty was a most difficult task. The Selection Committee made a sincere effort to objectively evaluate the applications on the basis of the eligibility criteria. In addition, final selection was influenced by the applicant's stated reasons for wishing to participate, the applicant's immediate need for the experiences provided by the Institute, and the geographic area in which the applicant is to be employed during the 1970-71 academic year. As instructed by the U. S. Office of Education, priority was given to applicants who had not attended a federally supported institute.

We sincerely regret that you were not among the first thirty chosen, we hope that your interest in securing additional training will not be deterred. In the event that you are one of the applicants who is interested in becoming certified, please be advised that four courses are scheduled for the summer session which count toward certification:

L. S. 204	**Books and Related Materials for Children**
L. S. 401	**Library Administration**
L. S. 403	**Books and Related Materials for Young People**
Ed. 310	**Audiovisual Education**

If you have not had these courses, we would be happy to have you enroll in those of your choice.

Very sincerely yours,

Bernice B. Middleton

(Mrs.) Bernice B. Middleton
Director

BBM:fhm

SCHOOL MEDIA PROGRAMS: INTERPRETATION AND

OBJECTIVES

1. To interpret the new STANDARDS FOR SCHOOL MEDIA PROGRAMS and to explore all aspects of the problems involved in implementing the STANDARDS.

2. To interpret the role of a media center in relation to recent educational trends--publicly supported kindergartens, increased emphasis on independent study, increased emphasis on the importance of theories of learning and teaching strategies with special reference to the needs of the culturally and educationally deprived.

3. To develop an awareness of the wide variety of media available for working with different levels and for meeting special needs.

4. To develop an understanding of the tremendous potential of media in achieving human understanding.

5. To review pertinent research and project reports which have implications for emerging and existing media centers.

6. To provide an opportunity for participants to study some of the implications of automation.

CRITERIA FOR ELIGIBILITY

1. Applicants must have a bachelor's degree from an accredited college, with a minimum of 15 semester hours of library science credit.

2. Participants must meet the requirements for admission to the School of Graduate Studies of South Carolina State College.

3. Participants must be presently employed or under contract to be employed, as librarian (full-time or part-time) in an elementary, junior high, or secondary school or any combination of levels between k-12.

4. The geographical area from which participants will be selected is the southeastern region.

CRITERIA FOR SELECTION

Thirty candidates who meet the eligibility requirements described above will be selected on the basis of the following major points.

1. The applicant's stated reasons for wishing to participate in the Institute.

2. The applicant's immediate need for the experiences provided by the Institute, as evidenced by a statement from the principal or superintendent of the school in which she (or he) is to be employed during the 1970-71 academic year.

3. The geographical area in which the applicant is to be employed; a distribution in geographical areas represented by the participants is desired.

Priority will be given to persons who have not previously attented a Federally-supported Institute for School Librarians.

NON-DISCRIMINATORY PROVISIONS

No individual shall be discriminated against on the basis of race, color, creed or national origin.

INSTITUTE PROGRAM

The Institute will not be concerned with basic, traditional courses in library science. The objectives of the Institute will be implemented through lecture-discussion sessions, seminars, film showings, individual conferences, laboratory experiences, and field trips. Using the national standards as goals and as an indication of established trends, participants will have opportunity to work toward the solution of individual problems involving their respective situations.

CREDIT

Participants who satisfy the requirements of the Institute will earn six semester hours of graduate credit.

IMPLEMENTATION

STIPENDS

Participants in the Institute are eligible to receive a stipend of $75.00 per week for the six week period. An additional allowance of $15.00 per week will be made for each dependent.

INSTITUTE STAFF

Mrs. Bernice B. Middleton, Director
Chairman, Department of Library Science
South Carolina State College

Mrs. Rossie B. Caldwell
Assistant Professor, Department of
Library Science
South Carolina State College

Miss Essie David, Assistant Director
Librarian, Carver High School
Cope, South Carolina

Mrs. Rosebud Brailey, Secretary

CONSULTANTS and LECTURERS

"The New Media Standards: An Overview"

Doctor Frances Henne, Professor
School of Library Science
Columbia University
New York, New York

"Media By and About Blacks"

Doctor Annette Phinazee, Associate Director
Cooperative College Library Center
Atlanta, Georgia

"The Knapp School Libraries Development Project: Its Impact on and Implications for Media Center"

Miss Peggy Sullivan, Former Director
Knapp School Libraries Development Project
Chicago, Illinois

"Media Personnel and the Related Factors of the School Library Manpower Project"

Mr. Robert Case, Director
School Libraries Manpower Project
Chicago, Illinois

"Preschool Education: Implications for Media Programs"

Miss Alfreda James, Trainee
Institute for Training of Leadership in
Early Childhood Education
Bank Street College of Education
New York, New York

"School Media Programs and the Disadvantaged"

Miss Emily Boyce
East Carolina University
Greenville, North Carolina

"Role of the State Supervisor in Implementing Media Programs"

Miss Nancy Jane Day, Supervisor
Library Services
State Department of Education
Columbia, South Carolina

"Role of the State Supervisor in Implementing Media Programs"

Mrs. Amelia Ehrhardt, Supervisor
Library Services
State Department of Education
Columbia, South Carolina

"Theories of Learning and Teaching Strategies, with Emphasis on the Culturally and Educationally Deprived"

Doctor Amelia S. Roberts, Principal
Felton Laboratory School
South Carolina State College

"Applications of Data Processing and Computers. An Introduction to Terminology and Concepts"

Mr. Willie Heggins
Department of Business Administration
South Carolina State College
Orangeburg, South Carolina

"Demonstration and Laboratory Sessions in the Production of Materials"

Mr. Richard Waymer, Director
Audio-Visual Center
South Carolina State College

HOUSING

Room and board for the period of six weeks will depend upon the participant's choice of dormitory; the cost will be $66.00 or $86.00 for room rent (the latter for air-conditioned dormitory facilities) and $126.00 for board. Participants will not be required to live on campus.

OTHER EXPENSES

Participants are exempted from payment of tuition and other regularly required fees; however, they are expected to purchase their own books and supplies.

RECREATION

Scheduled social activities sponsored by the College for students enrolled during the 1970 Summer session will be open to Institute participants.

DEADLINE FOR APPLICATIONS

To be considered for the Institute completed applications must be postmarked no later than April 30, 1970.

FOR APPLICATIONS OR ADDITIONAL INFORMATION

Write to:

Mrs. B. B. Middleton, Director
Institute for Training in Librarianship
Box 1868
South Carolina State College
Orangeburg, South Carolina

NEWS RELEASES

SUMMER LIBRARY INSTITUTE SET FOR
SOUTH CAROLINA STATE COLLEGE

The Department of Library Service at South Carolina State College, in cooperation with the U. S. Office of Education (under Title II, Part B, Higher Education Act of 1965 as amended) is sponsoring an Institute for Training in Librarianship. Specifically, the institute will focus on "School Media Programs: Interpretation and Implementation." Scheduled for June 8 to July 17, 1970, the institute will enroll thirty in-service librarians from the Southeastern region. Librarians with eighteen hours and above of library science credit may apply. The deadline for submitting applications is April 30, 1970.

Application forms and additional information may be secured by contacting Mrs. Bernice B. Middleton, Director, Institute for Training in Librarianship, South Carolina State College, Orangeburg, South Carolina 29115.

Note: Initial announcement - sent to the Director of Public Information, South Carolina State College, for release to newspapers

INSTITUTE FOR TRAINING IN LIBRARIANSHIP

School Media Programs: Interpretation and Implementation is the topic of study and discussion at the six weeks Institute for Training in Librarianship which began at South Carolina State College on June 8th.

The Institute was made possible by a grant from the U. S. Office of Education under provision of Title II-B, Higher Education Act.

Mrs. Bernice B. Middleton, the director, is Chairman, Department of Library Science, State College.

There are eleven consultants and lecturers, among whom are Dr. Frances Henne, Professor, School of Library Science, Columbia University; Robert Case, Director, School Librarians Manpower Project, American Association of School Libraries ALA; Nancy Jane Day and Mrs. Margaret W. Ehrhardt, Supervisors of Library Services, State Department of Education as well as members of the State College faculty.

Participants were selected from the southeast and out-of-staters include representatives from Florida, Mississippi, Tennessee and Virginia.

From:
News for South Carolina Libraries, published by the South Carolina State Library

Syllabus for Course

"Applications of Research Findings and Project Reports to Specific Situations"

For

Institute: School Media Programs: Interpretation and Implementation

June 8 - July 17, 1970

SOUTH CAROLINA STATE COLLEGE

Orangeburg, South Carolina

Syllabus for Course

"Applications of Research Findings and Project Reports to Specific Situations"

For

Institute: School Media Programs: Interpretation and Implementation

June 8 - July 17, 1970

SOUTH CAROLINA STATE COLLEGE

Orangeburg, South Carolina

INTRODUCTION

The media center concept has grown as the result of increasing interest in the use of educational media. The present idea of educational media is an outgrowth of early interest in the use of audio-visual materials. The basic study[1] which we are using for background in this course shows three check points which were used to chart the interest in this field. The first check point, dated 1947, revealed an interest which had been excited by military and industrial use of audiovisual aids for training purposes. The second check point, dated 1957, revealed growth in the activities of state departments of education, in the programs of four-year institutions of higher learning, and in those of extension divisions. The third check point, dated 1967, reviewed the effects of legislation by the Congress of the United States which provided educational institutions with funds to purchase necessary materials.

As a result of the funds provided by federal legislation, manufacturers and publishers gave special attention to developing materials and equipment to meet rising educational demands. The concept of educational technology as a term which implies materials for learning along with their supporting mechanisms gave rise to much earnest deliberation over what materials and equipment were needed. Consequently, manufacturers and educators collaborated with the result that audio and visual media were increased. The term "educational media" then came into wide use to describe all items which were to be used to promote the learning process. These items in the early stages of

[1]Robert E. de Kieffer and Melissa H. de Kieffer, Media Milestones in Teacher Training, (Washington, D. C.: Educational Media Council, 1969).

the game included the usual audiovisual materials--films, filmstrips, recordings--and then began to include more "sophisticated" models.

Language laboratories, individual study stations, dial access storage and retrieval systems, and computer assisted instruction include examples of these sophisticated models.

The federal funds also made it possible for institutions to provide institutes and workshops for the in-service training so necessary for wise use of the funds and for knowledgeability about the media.

The basic study will provide the student with information that will enable him to compare the operations of state departments of education, extension divisions, and four year institutions of higher learning in the field of training for use of educational media. Applications of the data to individual situations can and should be made.

Objectives

While the scope of this part of the program will serve to reinforce other objectives, it is especially geared to the achievement of the following objectives:

a. To interpret the new Standards for School Media Programs and to explore all aspects of the problems involved in implementing the Standards.

b. To review pertinent research and project reports which have implications for emerging and existing media centers.

c. To develop an awareness of the wide variety of media available for working with different levels and for meeting special needs.

d. To provide an opportunity for participants to study some of the implications of automation.

e. To relate and adapt to individual situations

f. To analyze and evaluate

g. To use all available resources

h. To plan for implementation

Methods

Participants will be guided basically by the consensus presented in the Standards. However, details for future implementation will appear as the result of a guided process of inquiry.

A selected body of literature containing desirable examples of Media Centers will be studied during this process of inquiry. Some audiovisual examples will also be available. Both hardware and software are integral topics for consideration as are all instructional materials.

All participants will be expected to develop plans for proposed implementation in areas designated in this Syllabus. It should be noted that some of the techniques of inquiry which will be found in the literature may be used in executing various assignments. Assignments will be made by panels or groups and individually.

Information will be provided by the lecturers, consultants, and resource persons--information which is to be studied and applied at relevant points along the route of inquiry.

Resources for this course, in addition to those found in the bibliography, include the following basic sources which are to be purchased from the College book store:

Standards for School Media Programs
American Library Association and National Education Association, 1969.

DeKieffer, Robert E. and DeKieffer, Melissa H.
Media Milestones in Teacher Training
The Educational Media Council, 1970

Careful analysis should be made of these resources and of the reports found in the general bibliography along with background study of special items. This should result in the formulation and strengthening of models for Media Centers.

Selected Definitions of Terms

Multimedia approach:	Use of many materials in a variety of formats to answer a specific need.
Intermedia approach:	Use of different materials to answer a specific need.
Professional personnel:	Media specialists who make instructional decisions and supply appropriate leadership in the educational process.
Supportive personnel:	Media technicians and aides who always work under the direction of a professional media specialist.
Taxonomy of Media Objectives:	Classification of Media objectives into certain domains.
Cognitive objectives:	Accumulation of knowledge--the cognitive domain.
Affective objectives:	Attitudes, values, feelings--the affective domain.
Psychomotor objectives:	Application of what has been learned to new situations or synthesis of knowledge into new ideas or approaches.
Software:	Audiovisual materials as listed in Chapter 4 of the Standards.
Hardware:	Equipment and technological devices designed to present audiovisual materials.
Instructional Materials:	"Textbooks, trade (or library) books, newspapers, pamphlets, magazines, charts, globes, maps, recordings, films, filmstrips, pictures, collections or specimens of real objects, models, exhibits, and any other Media of Communication which may contribute to teaching and to learning."[1] /Includes government publications and paperbacks/
Dry carrels:	Non-electronically equipped independent study spaces.
Wet carrels:	Electronically equipped independent study spaces.

[1]Sara K. Srygley, Selection of instructional materials for children and young people /A reprint/, (Chicago: A. L. A., 1969).

Unit One: Description of the Program of the School Media Center.

I. Rationale

A. The basic philosophy of the school media center is that there should be "a unified program of audiovisual and printed services and resources in the individual school." (Standards, p. 2.)

B. This program is the result of the need for a learning environment conducive to creativity.

C. The program will be geared towards "a multimedia or intermedia approach" in using materials.

D. The program will serve curricular requirements as well as students' interests and needs.

E. The success of the program depends upon concern and support by many individuals.

II. Main topics for consideration

A. Educational experiences and objectives in the learning environment

B. Varying curricular requirements

C. Typical students' interests and needs

D. Kinds of involvement by various responsible individuals.

III. Problems for assignment

A. Familiarize yourselves with terms as presented by the Standards and accompanying literature.*

B. Express objectives of the Media Center in terms of educational objectives.**

C. Present a <u>general</u> outline of <u>overall</u> requirements for the Media program of your 1970-71 school situation with projections for the future--the characteristics of which will fit sound educational philosophy.*

Unit Two: Staff and Services--Implementing the Services of the Media Centers

I. Rationale

A. A wide variety of services are required of media center personnel in order to foster effective use of educational media in the educational process.

B. Media Center personnel must serve students and teachers so as to provide them with printed and audiovisual materials and with the necessary skills for effective use of these materials.

C. It is necessary that the diverse services of the Media Center be administered by sufficient staff who have the competencies needed for their special duties.

II. Main topics for consideration

A. Services required to implement the program

B. Personnel required to provide services

C. Review of certification requirements.

III. Problems for assignment

A. Draw up a chart to show relationships of the personnel who should provide media services for an ideal situation.**

B. Evaluate services provided during the immediately past school year, using the checklist found at the end of the syllabus.*

C. Present a proposed chart of personnel and services for your 1970-71 school situation with projections for the future.*

D. Compare certification requirements found among the states represented in this Institute with those requirements for personnel as presented by the Standards.**

Unit Three: Developing, Maintaining, and Utilizing Collections: Qualitative and Quantitative Aspects.

I. Rationale

A. A collection for the media center must be developed in accordance with standards which are directed towards the provision of materials of good quality.

B. A collection which will receive optimum use by the clientèle of the media center must be developed.

C. The collection must be diverse in terms of types of materials, levels of materials, types of users for whom intended and trends represented in education and communication.

D. The media center collection must be so organized and maintained that the objectives of teaching and learning will be met.

II. Main topics for consideration

A. Basic policies which will serve as guidelines for meeting standards.

B. Principles of selection and evaluation for various types of materials.

C. Production of materials, reproduction, and copyright problems.

D. Practices which facilitate optimum use of materials.

E. Acquisitions, processing, and arrangement of materials.

F. Budgetary considerations for proper development and maintenance of the materials collection.

III. Problems for assignment

A. Present a copy of a written statement of selection policy. If you already have a statement prepared in your school system, compare it with statements presented in the standards and write comments.*

B. Present a plan which will provide for the greatest possible accessibility to your collection of materials in your community.*

C. Produce a brief manual which will describe your plans for acquisitions, organization, and processing of the various types of materials in your collection.**

D. For your school level and according to the standards, list items required in quantities required.**

E. Estimate funds required to meet the national standards for your school. Include here any possibilities for superior collections. Consider here whether you already have met basic requirements by state, regional, and national standards. Show how you would space these expenditures over more than one school term if necessary.*

F. Produce a transparency. Some other item.*

G. Prepare an annotated bibliography of materials for teaching use which you have examined.*

Unit Four: Planning and Equipping Media Centers

I. Rationale

A. Space for the media center is provided in accordance with the type of media program and the enrollment of the school.

B. All media centers should be functional in design with attention being given to the basic requirements for maximum use.

C. Equipment must be provided which will support various types of instructional programs with emphases on the multi-media approach, individualization of instruction, independent study, and innovation.

D. Basic equipment includes that which is necessary to support a a truly functioning program.

E. The proper operation of all kinds of equipment represents a very necessary and very special kind of function.

II. Main topics for consideration

A. Kinds of space required including auxiliary media centers.

B. Characteristics of the good media center.

C. Equipment for traditional, functioning programs.

D. Equipment for innovative programs.

III. Problems to be assigned

A. Present a housing plan for your present situation. Draw this up in detail showing present status with projections for the future. Allow for innovations.*

B. Make a chart of equipment, present and proposed, with figures to show needs in accordance with requirements in the standards.*

C. Analyze situations found in various reports by comparing the extent of their provisions with those found in the standards.**

Unite Five: Utilization of Supplemental Services for the Media Program

I. Rationals

A. Unified media programs in centers existing at building levels are supplemented by those existing at school system levels, at regional levels within a state, and at state levels.

B. Cooperative services may be provided by district activities and sometimes by special federal grants for projects.

C. Centralized services make it possible for building media centers to develop effective media center programs.

II. Main topics for consideration

A. Services of the system media program.

B. Resources available in system media centers.

C. Financial operations in systems media centers.

D. Special facilities in systems media centers.

E. The regional media center as a supplement to the system center.

F. Relations of the state media center with the school media center.

III. Problems to be assigned

A. Compare your present relations with the system, regional, and state media center with statements found in the standards.** (For panel discussion.)

B. Prepare a checklist of services to be expected from system, regional, and state media centers.**

C. Analyze available reports and note utilization of facilities and services in system, regional, and state media centers.** (For panel discussion.)

D. Prepare an outline which will show how you expect to utilize supplemental services during 1970-71.*

E. Prepare a one-page description of what you consider to be the most likely development in the field of supplementary services.*

* All participants individually

** Assignment by groups

GENERAL BIBLIOGRAPHY

American Library Association and National Education Association. Standards for School Media Programs. 1969.

DeKieffer and DeKieffer. Media Milestones in Teacher Training. The Educational Media Council, 1969.

Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities. U. S. Department of Health, Education, and Welfare, Office of Education.

Emphasis on Excellence in School Media Programs; Descriptive Case Studies. U. S. Department of Health, Education, and Welfare, Office of Education.

Gaver, Mary Virginia. Patterns of Development in Elementary School Libraries Today; A Five Year Report on Emerging Media Centers. Encyclopedia Britannica, Inc., 1969.

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Wiese, M. Bernice and Rusk, Alice C., ed. Ripple in the Pond; A Report on the Knapp School Libraries Report. . . 1964-1967. Baltimore, Maryland: Baltimore City Public Schools, 1967.

SELECTED BIBLIOGRAPHY TO ACCOMPANY UNITS

UNIT ONE

Beggs, David W. Decatur-Lakeview Hifh School: A Practical Application of the Trump Plan. Englewood Cliffs, N. J.: Prentice-Hall, 1964.

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Gambee, Budd L. "Standards for Schoom Media Programs, 1920: A Leusson From History," American Libraries, I (May, 1970), pp. 483-85.

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Pilgrim, Hannah and McAllister, Mariana. Books, Young People, and Reading Guidance. New York: Harper and Row, 1968. Pp. 145-148: "The Students' Right to Read."

Rosenthal, Raymond, ed. McLuhan: Pro and Con. New York: Funk and Wagnalls, 1968.

Standard Terminology for Instruction in Local and State School Systems. U. S. Department of Health, Education, and Welfare, Office of Education, May 1967.

Stone, C. Walter. "An A-V Report Card for Librarianship, "Wilson Library Bulletin, XLIV (November, 1969), pp. 290-3.

Swarthout, Charlene R. The School Library as Part of the Instructional System. Metuchen, New Jersey: The Scarecrow Press, Inc., 1967.

Trump, J. Lloyd and Miller, Delmas F. Secondary School Curriculum Improvement. Boston: Allyn and Bacon, 1968.

Williams, Lois E. Independent Learning in the Elementary School Classroom, American Association of Elementary-Kindergarten-Nursery Educators, 1969.

UNIT TWO

Accreditation Standards for South Carolina Schools. /Elementary and High/

Case, Robert N. "Criteria of Excellence," ALA Bulletin, (February, 1969), pp. 39-40. (Also in reprint form and in School Libraries, Winter, 1969), pp. 69-72.)

"Library Education and Manpower," American Libraries, I (April, 1970), pp. 341-44.

A Manual on Certification Requirements for School Personnel in the United States. Washington, D. C.: National Education Association.

N. E. A. Research Division. School Library Personnel, Task Analysis Survey," American Libraries, I (February, 1970), pp. 176-7.

"Professional Education," Audiovisual Instruction, XIV (January, 1969) and XV (May, 1970).

"The Right to Read," School Library Journal, XVI (May, 1970), pp. 29-40.

UNIT THREE

"Audiovisual Guide," School Library Journal, XVI (November, 1969) and (April, 1970).

"Audiovisual Materials and the Library," Wisconsin Library Bulletin, LXVI (March-April, 1970).

Dane, William J. The Picture Collection; Subject Headings. The Shoe String Press, 1968.

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Frye, Roy A. Graphic Tools for Teachers. Third edition. Austin, Texas: E and J Printing Company, 1965.

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Hensel, Evelyn and Veillette, Peter D. Purchasing Library Materials in Public and School Libraries. Chicago: American Library Association, 1969.

Jordan, Roy. "Clarifying an AV Budget," Audiovisual Instruction, XV (May, 1970), pp. 69-71.

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Srygley, Sara K. Selection of Instructional Materials for Children and Young People. /A reprint/ American Association of School Librarians, 1969.

Stevenson, George A. Graphic Arts Encyclopedia, New York: McGraw-Hill, 1968.

UNIT FOUR

Brown, James W. and Lewis, Richard B. AV Instructional Materials Manual. Third edition. New York: McGraw-Hill, 1969.

Brown, Louis H. "Retrieving Media Information According to Content on Subject Area," Audiovisual Instruction, XIV (February, 1969), pp. 71-74.

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McCarty, Henry R. and Noel, Betty. "California Looks at ERAP," Audiovisual Instruction, XV (March, 1970), pp. 91-92.

Minder, Thomas. The Regional Library Center in The Mid 1970's. Graduate School of Library and Information Sciences, University of Pittsburgh, 1968.

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School Activities and The Library. American Library Association, 1970.

Thomas, Murray and Swartout, Sherwin G. Integrated Teaching Materials. New York: David McKay, 1963.

SELECTED AUDIO-VISUAL MATERIALS

For Individual or Small Group Experiences: Section I

Baker and Taylor. (Recording and Filmstrip)

Cooperating with the Librarian. (Filmstrip)

Deciding What to Teach. N. E. A. (Recording with Filmstrip)

Educational Growth Series. Educational Recording Services, Los Angeles 45, California. (Foreign Language, Reading, Art, Arithmetic)

Elementary School Library. (Filmstrip and Recording)

Guidelines for Decision. Department of Elementary School Principals and N. E. A.

Instructional Materials Centers. (A tape recording prepared from Dr. Richard Darling's address at Columbia, South Carolina State Meeting, 196).

The Librarian and the Principal; . . . and her Budget; . . . as Media Manager; etc. (Tape series)

Making the Library a Learning Center. (Filmstrip)

Planning and Organizing for Teaching. N. E. A. (Filmstrip)

Society of Visual Education Filmstrips with Recordings; Dictionary, etc.

Three for Tomorrow. (Filmstrip and Recording)

Using Audio-Visual Materials. (McGraw-Hill Filmstrips)

Using the Library for Research. (Filmstrip)

Wisconsin. Instructional Materials Center and A-V Library Responsibilities. (Filmstrip and Tape)

For Class Experiences: Section II

The Felton Story. (Filmstrip)

The Information Explosion. (Film in College A-V Department)

Innovations in Education Series. (Films in College A-V Department)

Let Them Learn. (In A-V Center)

Pathways to progress; Elementary and Secondary Education Act of 1965. (Filmstrip and Recording)

Project Discovery. (Film)

Resources for Learning. (Film in College A-V Department: "Innovations in Education" Series)

Space is not Enough. (Filmstrip with Recording)

What's in a Library? (Film in College A-V Department)

Educational Media. (Filmstrip with Record)

Media Programs for Individual Schools. (Filmstrip with Tape)

Materials In Folder
For
Examination
Library Institute 1970

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Egan, Mary J. Tiptoe in Technology by Mary J. Egan. Copied from School Library Journal, April 1967.

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Srygley, Sara K. Selection of Instructional materials for Children and Young people. A reprint. American Association of School Librarians, 1969.

What's in a name. American Library Association.

PART III

"Media for the Minority"

Introductory Statement -

The title given to this portion of the program has a dual connotation and is an intentional misnomer. Attention will be given to the special needs of, and media for, all culturally and educationally deprived children. There is no body of literature nor is there any type of non-print media intended solely for the black minority. More accurately described, a second area of emphasis in this part of the program will be on books and other media by and about Black Americans. While materials of this type can serve to enhance the self-concept and solve problems of identity for the black child, lines of communication through the use of media cannot be effected unless both groups are exposed to the media. The Institute objectives toward which this phase of the program are directed are:

c. To develop an awareness of the wide variety of media available for working with different levels and for meeting special needs.

d. To understand the tremendous potential of media in achieving human understanding.

Scope - (Skeletal outline)

A. Needs and developmental tasks

1. Of childhood

2. Of adolescence

B. Characteristics and intensified needs of the culturally and educationally disadvantaged, a heterogeneous group.

1. The danger of labels

C. Media as a potential solution

1. For the underachiever

2. For improving self concept

3. For achieving human understanding

a. Implications for media centers of "the saturation approach"

Procedure -

Participants will have opportunity to examine, scan, read in-depth, appraise, discuss, view, and listen to a variety of media varying in type, difficulty, and comprehensiveness. Capsule book reviews will be used as one method of introducing as many titles for children and young people as possible. Group discussion of a single title and discussions of books which are similar in purpose and content are other techniques to be used. Background reading (a partial bibliography follows) and reading for background (selected adult titles) will be required. A minimum of informal lectures will be given: to orient participants to this part of the program, to emphasize points of importance, to pose questions, and to summarize.

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Portrait of a Disadvantaged Child

Ways of Learning

Everybody's Prejudiced

Each Child is Different

Feeling of Rejection

Racism and Education

Black Reconstruction - Myths and Realities

Children Without

Harriet Tubman

Need to Achieve

Filmstrips (Listed by series or producer):

American Negro Pathfinder Series

The History of the American Negro

Filmstrips (Listed by individual titles):

Adventures in Negro History - Vol. II

Transparencies:

Great American Negroes (6 in series)

The Negro Heritage (31 in series)

Recordings:

The Afro-American's Quest for Education: A Black Odyssey

Beyond the Blues: American Negro Poetry

The Glory of Negro History

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Additional Catalogs

Inter-Pac
A Division of Clue International
851 Washington Street
Peekskill, N. Y. 10566

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Allen, James W. Kings County Superintendent of Schools, Handord, California

1. Charts:
   a. Cognitive domain
   b. Elements in the learning process
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2. "Development of a resource center"

3. "Floor plans of 16 schools"

4. McGuire, Carson. Human talent and the librarian.

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